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The
**Normal School
Bulletin**

Number 63

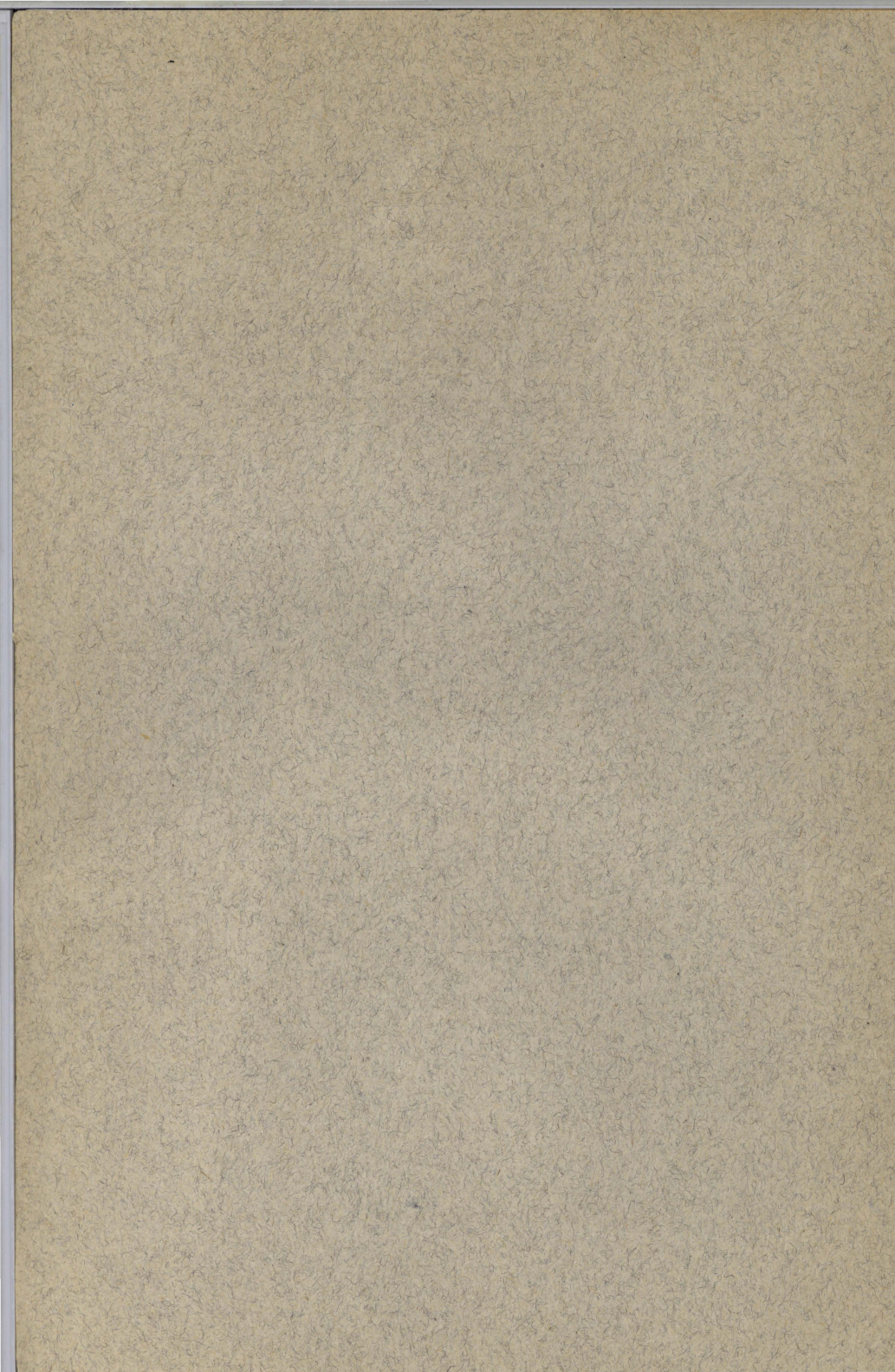
January 1, 1919

EASTERN ILLINOIS STATE NORMAL SCHOOL
CHARLESTON

ANNOUNCEMENT
OF THE SUMMER SESSION

1919

June 9 - July 18



The Normal School Bulletin

PUBLISHED QUARTERLY BY THE EASTERN ILLINOIS STATE
NORMAL SCHOOL

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Announcement of the Summer Session 1919 June 9 - July 18

Eastern Illinois State Normal School - Charleston

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STATE OF ILLINOIS THE NORMAL SCHOOL BOARD

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Under the provisions of the Civil Administrative Code for the consolidation of state agencies under the direction of the Governor, the five state normal schools of Illinois are controlled by a single board consisting of eleven members: the Director of Registration and Education, who is ex-officio chairman, the Superintendent of Public Instruction, who is ex-officio secretary, and nine members appointed by the Governor for terms of six years.

THE FACULTY

LIVINGSTON C. LORD	President
A.M., Harvard University; LL.D., University of Illinois	
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A.M., Ph.D., Harvard University	
FRIEDERICH KOCH	Music
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B.S., University of Chicago	
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A.M., Hanover College	
ISABEL MCKINNEY	English
A.M., Columbia University	
FLORENCE V. SKEFFINGTON	English
A.B., University of Chicago	
S. E. THOMAS	History and Government
A.M., University of Iowa	
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B.S., Gettysburg College	
RAYMOND L. MODESITT	Mathematics
A.M., Indiana University	
HOWARD DEF. WIDGER	English
A.B., Yale University	
LOLA MORTON	Home Economics
B.S., Teachers College, Columbia University	
FISKE ALLEN	Supervisor of Training School
A.B., Indiana University; A.M., Columbia University	
LESTER MACLEAN WILSON	Psychology
A.B., Park College; A.M., University of Chicago	
CLIFFORD CHESLEY HUBBARD	History and Government
A.B., Brown University; A.M., Harvard University	
JOSEPH P. CAREY	Geography
B.S., University of Chicago	
DOROTHY HITCHCOCK	Drawing
The Chicago School of Applied and Normal Art	
KATHERINE J. FARRER	Physical Education
American College of Physical Education	
CARL W. BUCKLER	Agriculture
A.B., University of Illinois	
HELEN FERN DARINGER	Mathematics
Ph.B., University of Chicago	
L. F. ASHLEY	Manual Arts
Stout Institute, University of Wisconsin	
LOVINA MINER WILSON	Reading

R. J. SEYMOUR -----Physiology and Hygiene
 M.D., Ohio State University
 ADOLPH E. WALLER -----Botany
 Ph.D., Ohio State University
 WILLIAM M. BARROWS -----Zoology
 M.S., Harvard University
 EMILY R. ORCUTT -----English
 Ph.B., University of Chicago
 ----- Mathematics
 ----- Penmanship
 ----- Drawing
 EMMA NEWELL -----Training Teacher, Seventh Grade
 Ph.B., University of Chicago
 JESSIE L. FORDE -----Training Teacher, Fifth Grade
 A.B., Kansas State Normal School; A.M., Columbia University
 MELLIE E. BISHOP -----Training Teacher, Fourth Grade
 B.L., Swarthmore College
 GRACE GEDDES -----Training Teacher, Third Grade
 EDITH CLARKE WOOD -----Training Teacher, Second Grade
 ANNA H. MORSE -----Training Teacher, First Grade
 FLORENCE E. DUNTON -----Librarian
 A.B., Mt. Holyoke College
 ETHEL M. STANLEY -----Assistant Librarian
 A.B., Fairmount College
 ESTHER W. DOTY -----Assistant in Library
 RUTH CARMAN -----Textbook Librarian
 Ph.B., University of Wisconsin
 GRACE EWALT -----Registrar
 ALY J. ALEXANDER -----Stenographer
 GRACE M. PETERS -----Head of Pemberton Hall
 Teachers College, Miami University
 WALTER H. NEHRLING -----Gardener

THE SCHOOL CALENDAR

1919

MID-SPRING TERM*

Monday, April 21, 10:00 A. M. Registration
Friday, May 30 Term closes

SUMMER TERM

Monday, June 9, 8:00 to 12:00 A. M. }
 1:30 to 5:00 P. M. }Registration
 Tuesday, June 10, 7:30 A. M. Class Work begins
 Monday, July 14, 8:00 A. M. Special Examinations
 Friday, July 18, 12:00 Noon Summer Term ends

FIRST TERM, 1919-1920

Monday, September 15, 8:00 A. M. Registration
Tuesday, September 16, 7:30 A. M. . . . Class Work begins

*New classes will be formed in

Arithmetic 1	Geography 1
General Science	Grammar
Botany (a two-hour course)	Physiology
Pedagogy	

Students will be admitted to any other classes in which they are prepared to work.

GENERAL INFORMATION

Purpose and Plan.—The summer term of the Eastern Illinois State Normal School at Charleston will begin on Monday, June 9, and close on Friday, July 18. Provision has been made to meet the needs of four classes of students:

1. Teachers of experience who wish to advance their professional or academic knowledge.
2. Supervisors and department teachers.
3. Those who are preparing to teach in schools that follow the Illinois Course of Study.
4. Those who wish to take regular work with a view to graduation from the Normal School.

To teachers of experience, advanced work is offered in various studies and special opportunities are provided for observation in the grades. For those who are preparing to teach in schools that follow the Illinois Course of Study the subject matter and method suggested by this course are presented. There are classes in reading, grammar, arithmetic, geography, history, and physiology, the purpose in each being to equip the student with material which he can use in his teaching. Opportunity will also be afforded pupils to attend lectures on school government and to observe illustrative lessons in the Training School.

Admission.—All teachers and persons expecting to teach next year are admitted without examination. Students who expect to continue in the Normal School are admitted in the usual way.

Enrollment of students will begin at eight o'clock, Monday morning, June 9. Class work in the subjects offered will begin Tuesday morning, June 10, at half past seven o'clock.

Credit.—Credit is given for all courses equivalent to courses in the regular school year. A statement as to the amount of credit is given under each course. A credit means a term of twelve weeks in a subject requiring preparation and reciting five times a week. Fractional credits in unrelated courses cannot be offered as making a credit toward graduation. Students are urged to read carefully the description of the courses in order to choose wisely those suited to their needs and to their ability.

Expenses.—No tuition is charged for the summer session to those who are to teach in Illinois. An incidental fee of one dollar covers all expenses in the zoological, botanical, physical, and chemical laboratories, in the library, and in other departments of the school. A small fee is charged to cover material in drawing, manual training, and home economics. All necessary textbooks are rented to students of the summer school for one dollar.

Board and room in Pemberton Hall costs \$5.75 a week; board costs \$4.50 a week. In private families the cost is about the same.

Committees from the Young Men's and Young Women's Christian Associations will assist students in selecting boarding places and rooms.

Following is an estimate of expenses for the six weeks:

Incidental fee	\$ 1.00
Book rent	1.00
Board for six weeks	27.00
Room rent for six weeks, two in a room, each.....	6.00
Laundry	3.00

Total\$38.00

Registration.—Directions for registering on Monday, June 9, 1919, 8:00 to 12:00 a. m. and 1:30 to 5:00 p. m.

1. Arrange for board and room and keep a record of your street and number and your telephone number.

2. Fill enrollment blank carefully in ink at the tables in the front entrance hall.

3. Present enrollment blank for inspection at the information desk, where you will be told the name and room number of your faculty adviser.

4. Pay incidental fee (\$1.00) and book rent (\$1.00) or leave scholarship at the cashier's office.

5. Take enrollment blank and cashier's receipt to your faculty adviser, where your directory card will be filled in ink. (The list of faculty advisers is posted near the information desk.)

6. Present at the desk in the textbook library your enrollment blank, cashier's receipt, and directory card and receive your textbooks.

7. Report for regular class work on Tuesday morning, June 10, beginning at 7:30.

8. *Keep a marked copy of your programme, and have it with you if you need to make any request for changes in it.*

Announcements.—Morning exercises are held in the assembly hall daily at 9:10.

The assembly hall is a study room during all class periods from 8:20 a. m. to 3:40 p. m.

Students entering after Monday go to the office.

Every student should leave his Charleston address at the post office. Mail is not delivered to students at the school.

Training School.—Opportunity for observation in the first five grades and in the seventh is offered. All the teaching is done by the training teachers who also give courses in special methods. The session of the Training School is from ten to twelve o'clock. Those who wish to observe work in the Training School should reserve the 11:20 period as well as the period for the corresponding courses in general observation and special methods. Special lessons in connection with the observation courses are given at 11:20 and all students in these courses must be free so as to see the lessons for their group even though they may regularly observe at some other period between ten and twelve. A full explanation of these courses is found under Education in the Description of Courses.

Pemberton Hall.—Room and board can be secured in this building by one hundred teachers at \$5.75 a week, and board by about fifty more at \$4.50 a week. Applications for rooms are filed in the

order in which they are received. Those desiring rooms should write as early as possible, as the demand will be in excess of the number that can be accommodated.

Gymnasium.—Adjoining Pemberton Hall is the gymnasium, a well lighted and ventilated room, equipped with Swedish apparatus, stall-bars, climbing ropes and ladders, horizontal and vertical window ladders, jumping standards, vaulting box and horse, and two Swedish booms. There are separate dressing rooms with private lockers and numerous shower baths. For outdoor work there is a large athletic field with a quarter mile cinder track and a baseball diamond, field hockey and basket-ball grounds, and several tennis courts. The equipment of the gymnasium and playground will interest teachers of physical education and public school teachers who are seeking knowledge on this subject.

Laboratories.—The botanical and zoological laboratories offer opportunities for experimental work and for verification of established facts of life. An excellent four-room greenhouse contains many plants of unusual interest and serves, moreover, as an important adjunct to the botanical laboratories. Additional facilities for field observations and for obtaining laboratory materials are offered by a small lake, a lily pond, and a forestry of six thousand trees, all of which are within five minutes' walk of the biological laboratories. The laboratories of physics and chemistry contain the best of apparatus, essential to higher work, as well as many inexpensive and practical devices which can easily be reproduced in the grade or country school. The Manual Arts Building, and the laboratories for home economics and agriculture are adequately equipped. The school has a four-inch equatorial telescope which is of special interest to teachers of geography.

School Garden.—An opportunity is given of seeing the work done by pupils of the Training School in agriculture. Small plots of ground are planted and cared for by pupils under the direction of the gardener and the teachers. Connected with the students' garden are a model vegetable garden, a rose garden, and a garden for experimentation and exhibition purposes. All of these divisions are used for demonstrating the proper care of plants, the methods of propagation, crop rotation, and some of the principles of plant breeding.

Library.—The library of over 20,000 volumes is open to all summer school students. During the summer school books on the following subjects are exhibited:

Books for the primary grades.

Books on physical education and games.

Free material useful in the study of geography.

Material for picture study.

Fifty books for a country school library.

For those who wish to obtain titles of books suitable to buy for school libraries, lists selected by those familiar with children's books are provided and conferences with the librarian may be arranged.

A short course in the use of the library will be given if enough students enroll.

Entertainment Course.—Those who attend the summer school usually have an opportunity to see some very unusual dramatic per-

formances. Last summer, Elsie Herndon Kearns and her company, with George Carleton Somnes as director, presented three plays on the campus. One of these plays was a Shakespearian play, *The Tempest*; the other two were modern plays representing two of the greatest modern dramatists: Maeterlinck's *Pelleas and Melisande* and Isben's *The Master Builder*. This company maintains a high standard of dramatic performance. Prices for admission are moderate and within reach of all.

Regular School Year.—The first term of the school year of 1919-1920 will begin Monday, September 15, at eight o'clock in the morning. A bulletin with full information will be sent to those who are interested.

SUMMER SCHOOL PROGRAMME

EXPLANATORY NOTES

Courses marked with an asterisk are double courses, completing in six weeks the work of twelve weeks. Those in grammar and arithmetic are planned especially for young teachers who wish to master the subject matter for use in their schools next year, and for high school graduates working for credit toward graduation.

The one period courses in arithmetic and in grammar, all the courses in geography, and the course in History 8a are planned for those who follow the Illinois Course of Study in their schools. Grammar 21a is seventh grade grammar; Grammar 21b is eighth grade work. Arithmetic 1a covers the work of the first six grades; Arithmetic 2a the work of the seventh and eighth grades. Students needing more work in arithmetic or grammar than can be taken in a single course are advised to include in their programme a double course in the subject most needed.

Those who wish to advance their academic knowledge should consult the courses listed under the department in which they wish to work, while experienced teachers who wish to advance their professional knowledge should consider the following courses:

Psychology 30a	Drawing 33a
Pedagogy 12	Athletic Coaching 1
Composition 3	Physical Education 20, 21, 30a
English 22a, 22b, 24a, 24b	(for women)
Special Methods	School Hygiene 3
Rural School Methods	Geometry 36a

Students are urged to read carefully the description of a course before deciding to take it. High school graduates, working for credit in the two-year course, should plan their work in accordance with statement given under the heading, "The New Curriculum for High School Graduates".

The Training School is in session from ten to twelve. Those

who wish to observe the work are required to reserve the 11:20 period for special observation lessons but may use a preceding period if they wish to do so as their regular observation period.

THE NEW CURRICULUMS FOR HIGH SCHOOL GRADUATES

The annual catalogue for 1918-1919 announces certain new curriculums to go into effect September, 1919. These changes do not invalidate any credits which a student has already earned. An adjustment curriculum for seniors will be offered in the school year, 1919-1920.

There will be three terms of twelve weeks each in a regular school year. In addition to this a six weeks' summer term will be offered as at present. A credit represents the amount of work done in a term of twelve weeks in a subject requiring preparation and reciting five times a week. Twenty-six credits are required for graduation from a two-year curriculum for high school graduates; thirty-eight credits are required for graduation from a three-year curriculum. In addition to the required number of credits, physical education, penmanship, and work in the use of the library are required of all.

A two-year curriculum prepares for teaching in the grades. By choosing courses required of those who take the curriculum for preparation of teachers for the lower grades or for the upper grades, a student adds to general proficiency, some special work in the group of grades of his choice.

A three-year curriculum prepares for department work in the grades, or in the junior high school; or emphasizes the work of a group of grades. Students may choose the general three-year curriculum, which permits considerable choice of elective credits or a special three-year curriculum which requires in electives nine credits in a major subject and three in a minor subject, leaving three credits to be taken in other departments if the student wishes. A student may choose one of the following special three-year curriculums: English, foreign language, geography, history and government, mathematics, science, agriculture, home economics, manual arts.

Courses numbered 1-19 count only below the junior year unless otherwise stated in the description of the course. Courses numbered 20-29 are required in one or more of the curriculums for graduates of accredited four-year high schools and are elective in any curriculum in which they are not required. Courses numbered 30 or above are elective for students in the junior year or above. The numbers of courses in the summer bulletin are the same as in the catalogue for the school year, 1918-1919, but the numbers of courses not offered in the regular school year have not been changed. A letter added to the number of a course indicates that the course covers only a part of the course for which the number stands. Manual Arts 20, 21, covers the work of both Manual Arts 20 and Manual Arts 21.

Following is the adjustment course for seniors: Teaching, three credits; Education 20° and 21°; Physiology 20 or Hygiene 20; Music 20 and 21 (or 22); Manual Arts 20 and 21; Elective, six credits; total, 13 credits.

The two-year curriculum for teachers of the lower grades is as follows: Psychology 20 and 21; Arithmetic 20 and 21; English 20, 21, 22, and 23; Geography 20*; Biology 20* or 25*; Reading 20, 21, and 22; Drawing 20, 21, and 22; History 20 and 21; Teaching 20, 21, 22; Education 20 and 21; Hygiene 20; Primary Education 20; Music 20 and 22; Manual Arts 20 and 21; Elective, five credits.

The two-year curriculum for teachers of the upper grades includes: Psychology 20 and 21; Arithmetic 20 and 21; English 20, 21, 24 (or 22); Geography 20† and 21†; Biology 20† or 25†; Reading 20, 21, and 22; Drawing 20, 21, and 22; History 20 and 21; Teaching 20, 21, 22; Education 20 and 21; Hygiene 20; Music 20 and 21; Manual Arts 20 and 21; Elective, six credits.

Since the numbers of courses in the summer circular are the same as those of the courses listed in the two-year curriculums, no table of equivalents is necessary. The following table is for those who are completing a requirement of a former curriculum.

Former Course Numbers (Regular Year)	Present Equivalent (Summer Term)
<i>English 11</i>	Grammar 1 with 21b or 2 with 21a
<i>English 12</i>	English 22a with 22b and 24a
<i>Arithmetic 3</i>	Arithmetic 20 with 2a or 21 with 1a
<i>Geography 3</i>	Geography 20 with half of 21
<i>Reading 3</i>	Reading 20 and 21
<i>Reading 4</i>	Reading 22 and 4
<i>Drawing 3</i>	Drawing 20 or 32a or 33a
<i>Drawing 4</i>	Drawing 21 or 32a or 33a
<i>History 7</i>	History 20a with 32 or 35
<i>Psychology 1 and 2</i>	Psychology 20a, 20b, 21a, 21b, and 30a
<i>Music 3</i>	Music 20, or 21, or 20, 21
<i>Physiology</i>	Physiology 20 with Hygiene 3 or half of Hygiene 20
<i>Manual Arts 7</i>	Manual Arts 20, 21

COURSES OFFERED

Agriculture.—Soil and Plant Studies, Principles of Feeding, Milk and Its Products, Agricultural Extension.

°Education 20 will meet four times a week; Education 21, three times a week; one period of the former and two of the latter are used for work connected with the course in teaching.

*Students who have had Geography 1, 2, and Botany 1, 2 in this school will substitute two elective credits for Geography 20 and Biology 20. Two terms of biology are required of students who have not had in their high school course a year of biology (botany or zoology) with laboratory work.

†Students who have had Geography 1, 2, and Botany 1, 2 in this school will substitute three elective credits for Geography 20, 21, and Biology 20. Two terms of biology are required of students who have not had in their high school course a year of biology (botany or zoology) with laboratory work.

Drawing.—Elementary Drawing, The Principles of Design, Methods in the Teaching of Drawing.

Education.—Methods in Graded Schools and in Rural Schools, Observation in Graded Schools, Pedagogy, Special Methods.

English.—Orthography, Composition, Grammar (four courses), Methods (two courses), Children's Literature (two courses), Shakespeare.

Geography.—Physiography (two courses), South America.

History and Government.—American History (two courses), The History of Europe since 1815, Illinois, State and Local Government, The Federal Government of the United States.

Home Economics.—Domestic Art (two courses), Domestic Science (two courses).

Manual Arts.—Construction Work, Woodwork, Mechanical Drawing.

Mathematics.—Algebra (three courses), Arithmetic (four courses), The Teaching of Geometry.

Music.

Penmanship.

Physical Education.—Athletic Coaching, Folk Dancing, Gymnastics and Games, Hygiene.

Psychology.—Scope and Method, Mental Elaboration, Mental and Social Measurement.

Reading.—Reading, Prose, Poetry, Methods.

Science.—Botany (two courses), Chemistry, General Science, Human Physiology, Hygiene (two courses), Physics (two courses), Zoology (two courses).

DESCRIPTION OF COURSES

EDUCATION

The courses in education are of two kinds: Courses 1, 21a, and 4 deal with the principles underlying class room organization, management, and instruction; Courses 3, 5, 6, 7, 8, 9, 10, and 11 are for observation and discussion of the details of management and instruction, emphasis being placed on methods of instruction. Course 21a is equivalent to the first half of *Education 21*, school management. *Course 4 is open only to those who take one of these courses: Course 5, 6, 7, 8, 9, 10, 11. Students taking Course 5, 6, 7, or 8 are required to take Course 4, Section I, and those who take Course 9, 10, or 11 are required to take Course 4, Section II.* Course 4 with any one of these courses gives one half of a credit A, B elective, one credit being the maximum credit for two or more of these combined courses. The Training School is in session from ten to twelve. Students taking Observation 4 need to keep the 11:20 period free for observation of special lessons even if they use some other period for their observation work.

1. Rural School Methods and Management.—The class discusses the work of a one-room school in which many grades are taught. The subject matter planned in the State Course of Study and other matters vital to the management and instruction of a rural school are presented. Credit as half of *Observation C* in the country school teachers' course.

3:40, Room 6, Mr. Allen and the training teachers.

21a. Theory and Practice of Teaching.—The course is designed primarily for those who have had some experience in teaching and wish to study their problems of class management and instruction. School organization and control, including the making of a programme, discipline, and kindred topics, will be discussed. Methods for securing study and attention to the recitation and the conditions determining desirable class activity are emphasized. *Omitted 1919.* One-half of a credit.

3. Rural School Observation.—Students spend fifty minutes each day watching regular class room work with a group of pupils ranging in age from five to fifteen years. On Wednesday and Friday afternoons, these exercises and others suggested in the State Course of Study are discussed. *Omitted 1919.* Credit as half of *Observation C* in the country school teachers' course.

4. General Observation.—This course will give an opportunity to study school problems through directed observation of the work done in the Training School. Besides individual observation of school routine and discipline, lessons for class observation and discussion are given in the various subjects by the training teachers. *Only students of junior standing or higher, or those who have taught at least one year, should take this course.* The class meets daily for observation and discussion. Students need to keep the 11:20 period free for the observation of special lessons. One-half of a credit, A, B elective, when combined with Course 5, 6, 7, 8, 9, 10, or 11.

Section I. The first four grades, 2:50, Tuesday and Thursday, Room 7T, Mr. Allen.

Section II. The second four grades, 3:40, Wednesday and Friday, Room 7T, Mr. Allen.

5. Special Methods and Observation, Grade I.—This course is intended to teach methods of presenting reading, games, language, number and hand work to little children. Discussion includes problems of room management, discipline, seat work, and other things of interest to primary teachers. The course allows students to see a primary school in operation and discussions of the lessons actually observed form a part of the work of the class. One-half of a credit, A, B elective, when combined with Section I. of Course 4.

2:50, Wednesday and Friday, Room 1T, Miss Morse.

6. Special Methods and Observation, Grade II.—This course consists of talks on methods of teaching reading, language, arithmetic, spelling, hand work, and games. Illustrative lessons in each of the subjects are given. Special emphasis is placed upon phonics and written language. Material and methods to be used in this grade are discussed by training teacher and observers. One-half of a credit, A, B elective, when combined with Section I. of Course 4.

2:50, Wednesday and Friday, Room 2T, Miss Wood.

7. Special Methods and Observation, Grade III.—This course consists of talks on methods of teaching reading, arithmetic, language, spelling, music, and hand work. Illustrative lessons in each of the subjects are given. Special emphasis is placed upon written language, dramatizing, and folk games. Material to be used in the work of this grade is discussed and suggestive lists of stories for language, stories for dramatizing, and games are given. One-half of a credit, A, B elective, when combined with Section I. of Course 4.
2:50, Wednesday and Friday, Room 3T, Miss Geddes.

8. Special Methods and Observation, Grade IV.—In this course emphasis is placed on the study lesson as a preparation for independent study. Methods in reading, literature, language, arithmetic, and geography are discussed and illustrated by lessons given in the fourth grade. Lessons illustrating the study of pictures are given. Poems are studied and committed to memory. Dramatization is used in connection with reading lessons for the purpose of improving expression in oral reading. Other lessons emphasize speed in silent reading. Some of the lessons in language illustrate the organization of subject matter. They make use of this ability to organize subject matter in doing supplementary reading for topics assigned for study in some of the geography lessons. One-half of a credit, A, B elective, when combined with Section I. of Course 4.
2:50, Wednesday and Friday, Room 4T, Miss Bishop.

9. Special Methods and Observation, Grade V.—This course includes methods of teaching the various subjects of the fifth grade and typical lessons in those subjects, emphasizing also training in habits of study. One-half of a credit, A, B elective, when combined with Section II. of Course 4.
3:40, Tuesday and Thursday, Room 5T, Miss Forde.

10. Special Methods and Observation, Grade VI.—Methods, discussion, and observation of the work of the sixth grade. *Omitted 1919.* One-half of a credit, A, B elective, when combined with Section II. of Course 4.

11. Special Methods and Observation, Grade VII.—Methods, discussion, and observation of the work of the seventh grade. One-half of a credit, A, B elective, when combined with Section II. of Course 4.
3:40, Tuesday and Thursday, Room 7T, Miss Newell.

12. Pedagogy.—The course deals with the application of scientific principles to the solution of problems of instruction and class management. Consideration is given to the aims of elementary education, to the development of the curriculum, and to the pedagogy of the common school subjects. The arrangement of the class room programme, the question of adequate records, the assigning of marks, and the problems of discipline are discussed. One-half of a credit in *Observation C* of the course for country school teachers.
8:20, Room 11, Mr. Wilson.

PSYCHOLOGY

These courses are designed to give the student clear ideas of some of the elements of psychology, some training in introspection

and in the handling of experimental data, and some notion of the application of psychological principles to the art of teaching. Course 30a is designed particularly for supervisors and for those preparing themselves for supervisory positions. Completion of the four courses gives credit for Psychology 20, 21, or two credits.

20a. Scope and Method.—Consciousness and conduct. General survey of nervous structures as they condition consciousness and conduct. Elementary forms of consciousness. One-half of a credit.

7:30, Room 11, Mr. Wilson.

20b. Simpler Forms of Mental Elaboration.—Attention, association and discrimination; perception—visual, auditory, tactual; imagery; memory; imagination. One-half of a credit.

10:30, Room 11, Mr. Wilson.

21a. Consciousness as Conditioning Conduct.—The sensory-motor arc; instinct; habit; motor learning; impulse and motive. *Omitted 1919.* One-half of a credit.

21b. More Complex Conscious Processes.—Emotion; reasoning; voluntary action. Consciousness as conditioned by group relationships. *Omitted 1919.* One-half of a credit.

30a. Mental and Social Measurements.—The statistical method; mental and physical tests; devices for measuring progress in school subjects. One-half of a credit.

2:00, Room 11, Mr. Wilson.

HISTORY AND GOVERNMENT

The elementary courses, 7a, 8a, 9a, 1b, and 2b, are planned for those preparing to teach in the grades. Students making one credit in each of the courses, 7a and 8a, and one-half of a credit in each of two of the three courses, 9a, 1a, and 2a, receive three credits of elective history and government in the fourth year of the high school course. In addition to the study of the subject matter these courses include a discussion of methods of teaching and of the most useful aids for each course. Graduates of accredited high schools receive no credit for the above named courses. The advanced courses, 20, 32, 33, 34, and 35, are open to students of at least junior standing in this school, or the equivalent of junior standing. They involve a broader and a more intensive study of a shorter period of history. In addition to creditable class work, a considerable amount of library reading is required. Credits count for the required history in the senior year of the two-year course in the Normal School, or as elective in the junior or senior year.

7a. American History to 1800.—The discovery, exploration, and early settlements in America; the political, industrial, and religious life in the Colonies; the relations of the Colonies with Europe; the causes of the Revolution; and the establishment and organization of the National Government. *Omitted 1919.* One-half of a credit. By special arrangement with the instructor one credit may be made.

8a. The History of the United States, 1800 to the Present.—The westward expansion and the significant changes in the political

and industrial life of the people, the causes of the Civil War, the problems of reconstruction, and the most important events in our recent history. One-half of a credit. By special arrangement with the instructor one credit may be made.

2:00, Room 9, Mr. Hubbard.

9a. The History of Illinois.—The early French explorations and settlements, the English conquest, the conquest by George Rogers Clark, the territorial development and organization, the admission of Illinois as a state and its later political and industrial development. The relation of events in Illinois history to the broader movements in American history are kept constantly in mind. One-half of a credit.

7:30, Room 35, Mr. Thomas.

1a. State and Local Government.—A major part of the time is given to the study of the organization and functions of the state and local government in Illinois. But consideration is given to important points of difference in organization and practice in other states. One-half of a credit.

9:40, Room 35, Mr. Thomas.

2a. The Federal Government of the United States.—Its organization and functions and present day problems; and the relations of the state and federal government. One-half of a credit.

10:30, Room 9, Mr. Hubbard.

The following courses count either as junior-senior elective or as required work in the senior year.

20a. The Teaching of History.—Jonhson's *The Teaching of History* is used as a text. It is supplemented by collateral reading and discussion. *Omitted 1919.* One-half of a credit. By special arrangement with the teacher, one credit may be made.

32. The History of Europe Since 1815.—Special emphasis is placed on the political and industrial changes in England, the revolutionary movement of 1848, the unification of Italy and of Germany, the colonial expansion and commercial rivalry of the important states of Europe, and the causes of the great war. One credit. *Two hours daily.*

8:20 and 2:50, Room 35, Mr. Thomas.

33. American History, 1492-1789.—*Omitted 1919.* One credit. *Two hours daily.*

34. The History of the United States, 1789-1860.—*Omitted 1919.* One credit. *Two hours daily.*

35. The History of the United States, 1860 to the Present.—One credit. *Two hours daily.*

8:20 and 2:50, Room 9, Mr. Hubbard.

ENGLISH

Students who wish to get credit for subjects in the regular courses of the Normal School should study the following statement of equivalents:

Courses 1, 2, and 3 with 22a or 22b are equivalent to *English 1, 2, 3*;

Courses 7a and 7b, to *English 7*;

Courses 30a and 30b to *English 30*;

Courses 21a and 21b or Courses 1 and 21b, or 2 and 21a, to *English 21*;

Courses 22a and 22b to *English 22*;

Courses 24a and 24b to *English 24*.

Those who wish to prepare to teach English in the seventh and eighth grades should take Courses 1, 2, 3, and 24b.

For those who wish to prepare for a teachers' examination in English, Courses 3, 24a, 22a, 22b, 14 and either 1 and 2 or 21a and 21b are recommended.

Grammar 1.—Courses 1 and 2 include the fundamental principles of grammar. Course 1 covers the work outlined for the seventh year in the State Course of Study: the essential elements of a sentence as an expression of thought; nouns, pronouns, verbs, verbals, verb phrases, and coordinating conjunctions; analysis of simple and compound sentences; some parsing. Grammar 1 with Courses 2, 3, and 22a or 22b gives credit for *English 1, 2, 3*; or with Course 21b it may be substituted for *English 21*. One credit as a part of *English 1, 2, 3*; one-half of a credit as a part of *English 21*. *Two hours daily*.

Section I. 7:30 and 2:00, Room 30, Miss McKinney.

Section II. 8:20 and 2:50, Room 40, Miss Ragan.

Grammar 2.—This is a continuation of Course 1. It covers approximately the eighth year work in the State Course of Study: adjuncts; adjectives, adverbs, prepositions, and subordinating conjunctions; analysis of simple, compound, and complex sentences; some parsing. Together with Courses 1, 3, and 22a or 22b, Grammar 2 gives credit for *English 1, 2, 3*; or with Course 21a it may be substituted for *English 21*. One credit as a part of *English 1, 2, 3*; one-half of a credit as a part of *English 21*. *Two hours daily*.

Section I. 7:30 and 2:00, Room 24, Miss Orcutt.

Section II. 8:20 and 2:50, Room 24, Miss Orcutt.

Composition 3.—Elementary Composition: Methods and Practice.—This course includes theme-writing, mostly narration and description, letter writing, with insistence on some of the more elementary applications of grammar to composition. The reading of two books, fiction, is required and reports are made by the students on these books. Together with Courses 1, 2 and 22a or 22b, this course gives credit for *English 1, 2, 3*. One-half of a credit as a part of *English 1, 2, 3*.

10:30, Room 30, Miss McKinney.

4a. Rhetoric and Composition.—Oral and written themes are required, mostly narrative or descriptive, and the amount of credit is determined by individual attainment. For full credit, considerable outside reading is requisite. *Omitted 1919*. One-half of a credit (or more, if earned) toward *English 4*.

7a. Shakespeare.—The class studies "A Mid-summer Night's Dream" and "King Lear". The chief aim of this course, as of the others in Shakespeare, is the understanding and enjoyment of each play as a piece of dramatic action. Versification is emphasized with the first play and dramatic preparation with the second. Throughout the term supplementary work is done in the life of Shakes-

peare. This course may be counted toward *English 7* or toward an elective A, B credit. One-half of a credit.

9:40, Room 10, Mr. Widger.

7b. Shakespeare.—The class studies "The Merchant of Venice" and "Macbeth". The special topic emphasized with the first is dramatic construction and with the second dramatic characterization. The supplementary work covers topics in Elizabethan life, especially the theater. *Omitted 1919.* This course may be counted toward *English 7* or toward an elective A, B credit. One-half of a credit.

17. Orthography and Word Analysis.—This course deals with the work outlined in the State Course of Study under the headings, "Spelling" which deals with the work of the lower grades and "Orthography" which considers the work of the seventh and eighth grades. The work in word analysis aims at a better understanding of English words.

Section I. 8:20, Room 38, Miss Ford.

Section II. 9:40, Room 38, Miss Ford.

21a. Grammar in the Illinois Course of Study, Seventh Year.—

Students needing considerable work in subject matter should take Grammar 1 and 2 instead of *English 21a* and *21b*. This course covers the same grammatical material as Grammar 1 but with greater haste. With *English 21b* or Grammar 2, it may be counted for *English 21*. One-half of a credit.

Section I. 8:20, Room 27, Miss Skeffington.

Section II. 9:40, Room 40, Miss Ragan.

21b. Grammar in the Illinois Course of Study, Eighth Year.—

Students needing considerable work in subject matter should take Grammar 1 and 2 instead of *English 21a* and *21b*. This course covers the same grammatical material as Grammar 2 but with greater haste. With *English 21a* or Grammar 1, it may be counted for *English 21*. One-half of a credit.

Section I. 9:40, Room 27, Miss Skeffington.

Section II. 2:50, Room 10, Mr. Widger.

Section III. 10:30, Room 29, Mrs. Wilson.

22a. Literature for Children in the First Six Grades.—The main purpose of Courses 22a and 22b is to give an introduction to the field of literature for these grades. In Course 22a, fable, folklore, myth, legend, romance will be considered. This course with Courses 1, 2, and 3 gives credit for *English 1, 2, 3*; or with Course 22b for *English 22*. One-half of a credit.

7:30, Room 10, Mr. Widger.

22b. Literature for Children in the First Six Grades.—See Course 22a. In Course 22b, poetry and modern stories are considered. With Courses 1, 2, and 3, it gives credit for *English 1, 2, 3*; or with Course 22a for *English 22*. One-half of a credit.

8:20, Room 30, Miss McKinney.

24a. Methods in Fifth and Sixth Year English.—This course covers the fifth and sixth year language work as fully as time permits, including discussion of material, purposes, standards, themes, topics, correcting of compositions, and methods of teaching. With Course 24b, this course gives credit for *English 24*. One-half of a credit.

2:00, Room 40, Miss Ragan.

24b. English in the Seventh, Eighth, and Ninth Years.—This course considers the composition and literature for these years as fully as time permits. With Course 24a, the course gives credit for *English 24*. One-half of a credit.

7:30, Room 27, Miss Skeffington.

30a. Prose Fiction.—The class reads "Pride and Prejudice" and "Romola." The first is made a basis for the study of plot and the second is emphasized as illustrating the significance of content. Supplementary work covers in a general way the life and times of Jane Austen and of George Eliot. *Omitted 1919*. One-half of a credit, A, B elective.

30b. Prose Fiction.—The class will read "Vanity Fair" and "The Return of the Native". The first is made a basis for the study of characterization and the second for the study of setting. Supplementary work covers in a general way the life and times of Thackeray and of Thomas Hardy. *Omitted 1919*. One-half of a credit, A, B elective.

MATHEMATICS

ARITHMETIC.—The completion of Courses 20, 21, 1a and 2a gives credit for *Arithmetic 1*, 2, and 3 which are required in the two-year course for country school teachers. The completion of Courses 20 and 21 gives credit for Courses 20 and 21, required of juniors.

20. Arithmetic for the First Six Grades.—This course includes notation and numeration, the fundamental operations with integers and with common and decimal fraction, factors and multiples, English and metric measures, involution and evolution, and simple problems in the measurement of surfaces and solids. The course covers the topics taken up in the first six grades as outlined in the Illinois State Course of Study. Special attention is given to the teaching of these topics in the lower grades. One credit. *Two hours daily*.

Section I. 7:30 and 2:00, Room 25, Mr. Modesitt.

Section II. 8:20 and 2:50, Room 18, Mr.

21. Arithmetic for the Seventh and Eighth Grades.—The primary object of this course is to prepare for the teaching of arithmetic in the seventh and eighth grades. The principal topics discussed are percentage and its applications to practical business problems, ratio and proportion, and the mensuration of surfaces and solids. It is the aim of the class room instruction to familiarize the students with methods of instruction that can be readily adapted to the seventh and eighth grades. One credit. *Two hours daily*.

Section I. 7:30 and 2:00, Room 26, Mr. Taylor.

Section II. 8:20 and 2:50, Room 25, Mr. Modesitt.

Section III. 7:30 and 2:00, Room 33, Miss Daringer.

Section IV. 8:20 and 2:50, Room 33, Miss Daringer.

1a. Methods in Arithmetic in the First Six Grades.—In this course is discussed the work in arithmetic in the first six grades as outlined in the Illinois State Course of Study. The course includes a review of the more difficult parts of the subject matter, and discussion of methods of teaching. One-half of a credit.

7:30, Room 18, Mr.

2a. Methods in Arithmetic in the Seventh and Eighth Grades.

—The work of the seventh and eighth grades as outlined in the Illinois State Course of Study is taken up in this course. The course gives a review of the subject matter and discussion of methods of teaching. One-half of a credit.

Section I. 8:20, Room 26, Mr. Taylor.

Section II. 9:40, Room 18, Mr.

ALGEBRA.—The completion of the three courses in algebra gives credit for *Algebra 1, 2, and 3* which are required in the four- and five-year courses, and in the high school.

1. This is a beginning course in algebra. It covers algebraic notation, the fundamental operations, factoring, and begins the study of equations of the first degree in one unknown. One credit. *Two hours daily.*

7:30 and 2:00, Room 23, Mr. Lantz.

2. Review of factoring; highest common factor, lowest common multiple, fractions, simple equations in one unknown; ratio, proportion, and variation; graphs; simple equations in two or more unknowns. Prerequisite, *Algebra 1*, or its equivalent. One credit. *Two hours daily.*

8:20 and 2:50, Room 23, Mr. Lantz.

3. Review of simple equations; square root and its applications; radicals and exponents; quadratic equations; simultaneous equations involving quadratics. Prerequisite, *Algebra 2*, or its equivalent. One credit. *Two hours daily.*

7:30 and 2:00, Room 38, Miss Ford.

GEOMETRY.—The completion of three courses in plane geometry gives credit for *Geometry 1, 2, and 3* which are required in the four- and five-year courses and in the high school course. The completion of the course in solid geometry gives credit for *Solid Geometry*, one credit, elective in all courses.

1. **Plane Geometry.**—Book I. *Omitted 1919.* One credit. Wentworth and Smith's texts are used in all courses in geometry. *Two hours daily.*

2. **Plane Geometry.**—Books II. and III. *Omitted 1919.* One credit. *Two hours daily.*

3. **Plane Geometry.**—Books IV. and V. *Omitted 1919.* One credit. *Two hours daily.*

36a. Teaching of Plane Geometry.—The teaching of typical parts of plane geometry is discussed. Special attention is given to the introduction to plane geometry. Prerequisite, *Plane Geometry 1, 2, and 3* or their equivalent. One-half of a credit.

9:40, Room 26, Mr. Taylor.

Solid Geometry.—*Omitted 1919.* One credit. *Two hours daily.*

GEOGRAPHY

The courses are arranged to cover, as far as possible, the work in geography in the State Course of Study and at the same time to count for credit. Courses 20, 21, and 30 count for *Geography 1, 2, 3*; Courses 20 and 21, for required junior and senior geography; Courses 30, 31, 32, 33, and 39, for A, B elective.

20. Physiography.—This course covers work for the fourth year of the State Course of Study and helps to form a basis for all work in geography. It is not fourth grade geography or merely the work of the fourth year. It includes a study of land forms, of the work of air, water, ice, and internal forces in changing the earth's surface; and of the influence of these upon the distribution and lives of people. The interpretation and use of topographic maps are a part of the course. One credit. *Two hours daily.*
9:40 and 3:40, Room 16, Mr. Carey.

21. Climatology.—This course covers work for the seventh and eighth grades in the State Course of Study. It includes mathematical geography and a study of the circulation of the atmosphere and of climate. It forms a foundation for all regional geography. One credit. *Two hours daily.*

Section I. 8:20 and 2:50, Room 17, Miss Weller.

Section II. 9:40 and 3:40, Room 17, Miss Weller.

30. North America.—This course covers work for the fifth and sixth years of the State Course of Study. *Omitted 1919.* One credit. *Two hours daily.*

31. South America.—This course covers work for the seventh year of the State Course of Study. It gives a general method of studying and teaching the geography of any continent, and an opportunity for a thorough study of South America. No text is used but the library is well supplied with reading matter on South America; thus the student will have opportunity for becoming acquainted with a variety of sources for practice in the organization of material and in the use of wall maps, outline maps, diagrams, pictures, and lantern slides. One credit. *Two hours daily.*

8:20 and 2:50, Room 16, Mr. Carey.

32. Europe.—This course covers work for the fifth and seventh years of the State Course of Study. *Omitted 1919.* One credit. *Two hours daily.*

33. Asia, Africa, and Australia.—This course covers the work of the fifth and eighth years of the State Course of Study. *Omitted 1919.* One credit. *Two hours daily.*

39. Economic Geography of the United States.—Agricultural, mineral, forest, and water resources of our country are studied. Considerable emphasis is placed upon the conservation of these resources. The course is of help to those teaching the geography of the United States in any grade. *Omitted 1919.* One credit. *Two hours daily.*

PHYSICAL SCIENCES

PHYSICS.—1. Mechanics of Solids and Fluids.—This course includes the study of force, work, energy, and power; the laws of motion, machines, and the principles of buoyancy and hydraulics. Lectures, recitations, and laboratory work. Open to those who have had one term of algebra. One credit. *Two hours daily.*

7:30 to 9:10, Room 37, Mr. Crowe.

3. Heat.—Mainly demonstration and recitation work but including four laboratory problems. This course and Physics 4 should follow the courses in mechanics. One-half of a credit.

9:40, Room 37, Mr. Crowe.

4. Sound and Light.—A course of lectures and recitations including four laboratory problems. *Omitted 1919.* One-half of a credit.

5. Electricity.—A study of direct and alternating currents. In addition to demonstration and textbook work the class visits a modern power station and inspects the latest forms of generators and transformers. This course is intended for those who have completed Physics 1, 3, and 4. *Omitted 1919.* One credit.

CHEMISTRY.—1. A study of the elements, oxygen, hydrogen, nitrogen, and carbon and of some of their most common compounds. The chemistry of plants and the composition of foods and fertilizers are considered. Laboratory work, lectures, and recitations. One credit. *Two hours daily.*

2:00 to 3:40, Room 37, Mr. Crowe.

GENERAL SCIENCE.—The course in general elementary science is an information course dealing with physical, chemical, and biological phenomena. Apart from the practical knowledge it gives, it is believed that it will arouse an interest in the sciences and encourage their farther study.

3. Air and Water.—This course covers the first sixteen chapters of Caldwell and Eikenberry's General Science, with supplementary material. It includes besides the general characteristics of air and water such as composition and structure, related topics such as humidity, the seasons, weather, climate, food-making, distribution of germ life, hydraulics, water power, water supply, and sewage disposal. One credit, IX. year. *Two hours daily.*

10:30 and 3:40, Room 36, Mr. Crowe.

BIOLOGICAL SCIENCES

BOTANY.—Courses 1, 2, and 3 are elementary courses, making up the first year's work in botany, required in the tenth year. They must be taken in serial order. Those who plan to complete the year's work in successive summers should elect Botany 1 this summer. Courses 31 and 36 are elective courses, but either one of them may be taken as part of the biology required in the junior year.

1. Morphology of the Lower Plants.—In this and the following course, the various kinds of plants are studied in the order of their evolution from the lowest to the highest types. The bacteria, algae, fungi, moss-plants, and fern-plants are included in Course 1. One credit. *Two hours daily.*

9:40 to 11:20, Third floor west, Mr. Waller.

2. Morphology of Seed Plants.—The origin and development of the highest group of plants, including a study of the orders and common families of flowering plants. Prerequisite, Botany 1. *Omitted 1919.* One credit. *Two hours daily.*

3. Processes and Adjustments of Plants.—The ordinary activities of plants and their common relations to environment. The work

includes physiological experiments, the study of structure as modified by varied exposure to external conditions, and the study of specialized parts of plants. Prerequisites, Botany 1 and 2. *Omitted 1919.* One credit. *Two hours daily.*

31. The Local Flora.—Collection, identification, and preservation of plants growing in the vicinity of Charleston. The course develops an acquaintance with the common plant families and larger groups, with elementary treatment of their evolutionary relations. Prerequisite, at least one-half year of botany. One credit. *Two hours daily.*

2:00 to 3:40, Third floor west, Mr. Waller.

36. Forest Botany.—The botany of forests and forest trees: a study of the classification and identification of trees with a synopsis of tree families and tree species and a brief consideration of the technical subjects and methods of forestry. Prerequisite, at least one-half year of botany. One credit. *Two hours daily.*

2:00 to 3:40, Third floor west, Mr. Waller.

ZOOLOGY AND PHYSIOLOGY.—The purposes of these courses are: (a) to acquaint students with the subjects, (b) to give them knowledge of the subject matter, (c) to give some ability to work independently in these fields, (d) to train them to judge data, and (e) to derive correct conclusions from them; in other words, to acquire ability to think properly in these subjects. As aids in this work, the laboratory has a large number of specimens for study, illustration, and reference; also charts, models, lantern slides, and necessary working equipment, including a compound microscope, for each student. The school campus has a large and varied fauna, so that field work rarely needs to be done elsewhere.

Any one of the biology courses may be taken as a beginning course. Course 1 and 2 with Course 3, 4, or 5 give credit for *Zoology 1, 2, 3.* Course 3 or Course 4 or 5 may be substituted for Biology 20.

1. General Zoology.—This course is designed to give knowledge of the animal kingdom as a whole, by treating successively members of the lowest to the highest groups from the standpoint of structure, life-processes, ecology, and relation to man. One credit. *Two hours daily.*

2:00 to 3:40, Third floor west, Mr. Barrows.

2. General Zoology.—The purpose of this course is the same as that of Course 1, except that more time is given to vertebrates and less to invertebrates. This course is equivalent to *Zoology 2* of the regular year. *Omitted 1919.* One credit. *Two hours daily.*

3. Field Zoology.—The purpose of this course is to acquaint pupils with some of the more interesting and important animals of the Illinois fauna. Behavior, ecology, economic importance, and life-histories are given especial attention. More studies of birds and insects are made than of other animal groups; and in this course the work is limited almost entirely to the open field or prairie animal habitat. Exercises in collecting and preparing specimens should make this course of value to teachers of nature study or of elementary agriculture. One credit. *Two hours daily.*

7:30 to 9:10, Third floor west, Mr. Barrows.

4. Field Zoology.—This course is the same as Course 2, except that it deals chiefly with *woodland or forest animals*. *Omitted 1919.* One credit. *Two hours daily.*

5. Field Zoology.—This is the same as Course 2 except that it deals with *aquatic animals*. *Omitted 1919.* One credit. *Two hours daily.*

20. Human Physiology.—An understanding of the life-processes of the human body, their nature, their initiation, their co-ordination, their functions, and the conditions under which they are performed, is the main purpose of this course. Anatomy is studied only so far as necessary for the understanding of the bodily activities. One credit. *Two hours daily.*

9:40 to 11:20, Third floor west, Dr. Seymour.

20. Hygiene.—Here an application of the facts learned in the study of human physiology is made so as to show pupils how the human body may be maintained at its maximum efficiency as a working machine. Both *personal* and *public hygiene*, including sanitation, are considered. One credit. *Two hours daily.*

2:50 to 4:30, Third floor west, Dr. Seymour.

For Hygiene 3, see physical education.

AGRICULTURE.—The following courses in agriculture are adapted to the needs of those who are to teach the subject in the rural and graded schools. Students wishing work in agriculture are advised to take at least two of the courses offered. More work is required of students who take these courses for credit as A, B elective than of those who take them for credit below the junior year.

1. Agronomy.—Farm crops. Requirements and cultural methods. Control of insect, weed, and disease enemies. Special reference to wheat, oats, alfalfa, and corn. *Omitted 1919.* One-half of a credit, elective.

2. Horticulture.—The Farm Garden. A study of the principles of orcharding and gardening. The farm fruit garden from planting to fruiting. The vegetable garden. *Omitted 1919.* One-half of a credit, elective.

3. Animal Husbandry.—Fundamentals of Live Stock Judging. Parts of the animal. Conformation as correlated to production. The score card. Comparative judging. Types and breeds and identification of them. Importance of good stock. *Omitted 1919.* One-half of a credit, elective.

4. Animal Husbandry.—Poultry Raising. A study of the practices involved in the management of the poultry yard with especial reference to the producer's problems. Types, breeds, and varieties. Feeding practices. Compounding rations. *Omitted 1919.* One-half of a credit, elective.

5. Agronomy.—Farm crops. A continuation of Course 1. Special emphasis upon the legumes, roots, and the potato crop. *Omitted 1919.* One-half of a credit, elective.

6. Agronomy.—Soil and Plant Studies. A study of the formation of soil. Its classification. Relation of plants to the soil.

Elementary principles involved in the care of the soil. One-half of a credit, elective.

7:30, Room 11T, Mr. Buckler.

7. Animal Husbandry.—Principles of Feeding. A study of the classification of feed stuffs and nutrients. Feeding standards. Balanced rations. Compounding rations for the common farm animals. One-half of a credit, elective.

8:20, Room 11T, Mr. Buckler.

8. Animal Husbandry.—Dairy. Milk and Its Products. Testing milk and its products for butter fat. Bacteria and their relation to the dairy. Sanitation. One-half of a credit, elective.

10:30, Room 11T, Mr. Buckler.

9a. Agricultural Extension.—This course is planned primarily to meet the needs of country school teachers. The topics considered are: institutions of the country,—school, home, and church; surveys; country life clubs and farm organizations. One-half of a credit, elective.

11:20, Room 11T, Mr. Buckler.

READING

Four courses are offered in reading. A student who wishes to secure credit for required reading should complete Courses 20, 21, 22, each of which gives one-sixth of a credit. Not more than two courses should be taken in one session, as oral practice in preparation of the lesson is required.

20. Narrative, Descriptive, and Colloquial Selections.—This course is designed to improve the student's oral reading, and to give him a definite standard of criticism. It includes drill in enunciation and articulation, as well as other work for the development of the voice. Daily practice in reading aims to secure naturalness, directness, and mental imagery. The class uses Cumnock's Choice Readings. One-sixth of a credit.

7:30, Room 29, Mrs. Wilson.

21. Orations and Dramatic Selections.—This is a continuation of Course 20. The aim is to interpret with adequate vocal expression some of the masterpieces of literature. Short classics are studied and are given as declamations at frequent intervals. Drills given in Course 20 are continued. Prerequisite, Course 20. One-sixth of a credit.

8:20, Room 29, Mrs. Wilson.

22. Poetry.—Appreciative reading of poetry rather than a study of poetic forms is the work of this course. Short poems are used that a thorough technique of reading aloud may be secured. One-sixth of a credit.

9:40, Room 29, Mrs. Wilson.

4. Methods.—This course is planned to meet the needs of teachers in graded schools not following The Illinois State Course of Study. It deals with methods and devices used in the teaching of reading and a survey of the literature suitable for use in the school in connection with the reading work. Briggs and Coffman's "Reading in the Public Schools" is used for assigned readings. These

topics are studied in the course: different methods of teaching reading, word drills, phonics, seat work, the assignment, ways of securing speed and accuracy in silent reading and effectiveness in oral reading. An attempt is made to apply some of these devices to concrete lesson material. This course together with Course 22 gives credit for *Reading 4* in the old course.

10:30, Room 10, Mr. Widger.

5. Methods.—This course is planned to meet the special needs of those teachers who follow the Illinois State Course of Study. The material given in the course of study is examined, explained, and supplemented by suggestions and devices for adapting it to the conditions found in rural schools. The course of study publication is used in class, and some work in the library in assigned readings is required. *Omitted 1919.* This course gives credit, only when offered as a substitute for Course 4 or its equivalent.

6. Extempore Speaking.—The aim of this course is to give the student practice in expressing his thoughts in a clear and effective manner. Daily practice in three minute talks on current topics, magazine articles, and similar material. *Omitted 1919.*

DRAWING

Four courses in drawing are offered: two for beginners, one for students who have had beginning drawing and painting or their equivalent, and one in methods in teaching of drawing for beginning and advanced students. Any two of these courses may be counted for the required courses in drawing for the first year country school teachers' course, or for high school graduates. Outside work is required in all courses.

20. Elementary Drawing.—The study of principles of freehand perspective and their application in the drawing of objects singly and in groups. Drawing of simple figure poses in outline and mass. Drawings made from nature, using as subjects: flowers, fruits, trees, and simple landscapes. Furniture in parallel and angular perspective; buildings as adapted to landscape work. One-fourth of a credit for juniors; one-third of a credit in the first year of the country school teachers' course.

Section I. 10:30, Third floor east, Miss Hitchcock.

Section II. 11:20, Third floor east, Miss Hitchcock.

Section III. 2:50, Third floor east, Miss Hitchcock.

21, 22. Elementary Drawing.—The discussion and studio practice in drawing and painting of flowers, landscapes, pottery forms. Elements of design and composition also studied.

Flowers and trees are drawn in values and color; landscapes from out-of-doors and masterpieces. Harmony of colors is studied as applied to surface patterns, borders, and the like. The completion of Course 20 and 21, 22 gives credit for one year of drawing in the regular course. One-fourth of a credit for juniors; one-third of a credit in the first year of the country school teachers' course.

Section I. 8:20, Third floor east, Miss

Section II. 9:40, Third floor east, Miss

Section III. 2:00, Third floor east, Miss

30a. The Study of Flowers.—Advanced water color; ink, pencil, crayon rendering; and pictorial composition. *Omitted 1919.* One-fourth of a credit, elective.

30b. The Study of Landscape.—Including charcoal and pencil rendering; advanced water color; out-of-door sketching and painting; pictorial composition, color schemes taken from prints. *Omitted 1919.* One-fourth of a credit, elective.

31a. The Study of Color.—Making of charts, color wheel; the study of Oriental colors; figure drawing as applied to poster making, the color schemes taken from prints. *Omitted 1919.* One-fourth of a credit, elective.

31b. Lettering.—Principles of lettering—construction and spacing; study of the various alphabets; lettering of motto cards; problems in illumination and use of decorative initials; study of symbolism in design and drawings made of historic ornaments. *Omitted 1919.* One-fourth of a credit.

32a. The Principles of Design.—Advanced work in harmony of colors as applied to surface patterns—designs made from flowers, insects, etc., home furnishings; applied designs. One-fourth of a credit, elective.

3:40, Third floor east, Miss Hitchcock.

33a. Methods in the Teaching of Drawing.—The course includes a discussion of the value of art in education; its relation to other subjects and to industries; and the methods of teaching drawing in the elementary schools. There is some class work in drawing and painting; criticisms; the planning of lessons and of a course of study. One-fourth of a credit, elective.

3:40, Third floor east, Miss

MUSIC

Any two of the following four courses are accepted for the two terms of music required of seniors in the new curriculums. Any one of them is accepted for senior music in the case of students who are completing the senior year under a former curriculum.

20. Elementary Course.—Study of the rudiments of music, note values, staff degrees, intervals, pitch names, key signatures, major scales, chromatics, elementary sight singing. One and two part songs. One-fourth of a credit for seniors; one-third of a credit in the first year of the country school teachers' course.

7:30, Third floor east, Mr. Koch.

21. Theory, Elementary Harmony, Advanced Sight Singing.—Three and four part songs. One-fourth of a credit for seniors; one-third of a credit in the first year of the country school teachers' course.

8:20, Third floor east, Mr. Koch.

22. Primary Songs.—*Omitted 1919.* One-fourth of a credit for seniors; one-third of a credit in the first year of the country school teachers' course.

20, 21. Methods in School Music.—Teachers' course in sight singing. Song study, technique, analysis, interpretation, and principles to be observed in music teaching. One-fourth of a credit

for seniors; one-third of a credit in the first year of the country school teachers' course.

2:00, Third floor east, Mr. Koch.

PENMANSHIP

20. This course is intended for teachers who wish to improve their own writing or become familiar with a system of plain business writing and methods of presenting it to pupils in the grades. It is required in the new curriculums.

The course includes correct position, muscular movement exercises, business forms of capital letters, small letters, figures, sentences, and page writing. Emphasis is placed upon blackboard writing.

Section I. 7:30, Room 8T.

Section II. 8:20, Room 8T.

Section III. 2:00, Room 8T.

Section IV. 2:50, Room 8T.

HOME ECONOMICS

The work of the home economics department is divided into two parts: domestic science, which deals with foods; and domestic art, which has to do with clothing.

DOMESTIC SCIENCE.—Courses 30a, 30b, and 31a constitute one year's work. One and a half credits, elective. A laboratory fee of one dollar and fifty cents (\$1.50) is charged to cover the cost of the materials used in each of these courses.

30a. This course includes a general study of the different kinds of food materials and their use in our bodies, with a somewhat detailed study of beverages, fruit and its preservation, vegetables and vegetable cookery, and the cereal products. One-half of a credit, elective. *Two hours daily.*

7:30 to 9:10, Room 10T, Miss Morton.

30b. This course includes a study of eggs, milk, cheese, fats, sugars, meats, fish, and meat substitutes. *Omitted 1919.* One-half of a credit, elective. *Two hours daily.*

31a. This course includes a study of salads and salad dressings, croquettes, gelatin, bread, baking powder, flour, yeast, cakes and pastry. *Omitted 1919.* One-half of a credit, elective. *Two hours daily.*

DOMESTIC ART.—Courses 30a, 30b, and 31a constitute one year's work. One and a half credits, elective. A laboratory fee of thirty-five cents (\$0.35) is charged to cover the cost of drafting paper and material used for models. Students furnish their own material for garments.

30a. This course includes hand and machine sewing, pattern drafting, garment making, methods of applying trimming and a study of the kinds of seams and their use. One-half of a credit, elective. *Two hours daily.*

9:40 to 11:20, Room 10T, Miss Morton.

30b. This course includes a continued study of pattern drafting and garment making and a study of machine attachments, making of gussets and the finishes for garments. *Omitted 1919.* One-half of a credit, elective. *Two hours daily.*

31a. In this course pattern drafting is continued and to this is added the making of a shirtwaist dress, repairing garments, patching, darning, simple embroidery stitches, and suggestions for articles that would form suitable problems for elementary or rural school children. *Omitted 1919.* One-half of a credit, elective. *Two hours daily.*

MANUAL ARTS

Courses 20, 21, 30, 31, 33, and 36a are offered this summer. Classes in Courses 30, 31, 33, and 36a meet at the same time, Courses 30 and 31 in the drafting room and Courses 33 and 36a in the bench room.

20, 21. Manual Arts for Teachers in the Grades.—The course consists largely of lectures on various types of manual arts projects suitable for each grade. It includes paper folding and cutting, paper weaving, cardboard construction, book binding, wood work, and reed and raffia work. One-half of a credit, senior required work. *Two hours daily.*

Section I. 7:30 to 9:10, Manual Arts Building, Mr. Ashley.

Section. II. 2:00 to 3:40, Manual Arts Building, Mr. Ashley.

30. Elementary Drafting Room Practice.—The course includes geometric design, lettering, orthographic projection, and machine design. Students are taught to make tracings and blue prints. All instruments are furnished by the department. One-half of a credit, elective. *Two hours daily.*

9:40 to 11:20, Manual Arts Building, Mr. Ashley.

31. Advanced Drafting Room Practice.—This course is a continuation of Course 30. It should be especially interesting to prospective teachers of the subject. Prerequisite, Course 30 or the equivalent. One-half of a credit, elective. *Two hours daily.*

9:40 to 11:20, Manual Arts Building, Mr. Ashley.

33. Beginning Wood Work.—Special emphasis is placed upon tools for handwork, their uses, and the care of them. Small projects are made which put into practice what is learned in lectures. Notebooks are kept by the students. Prerequisite, Course 30 or the equivalent. One-half of a credit. *Two hours daily.*

9:40 to 11:20, Manual Arts Building, Mr. Ashley.

36a. Furniture Designing and Construction.—This is a vocational course such as one could get in the commercial shop only with years of experience. It consists of lectures on design and on wood finishing, supplemented by notebook work. The most pleasing styles of furniture are studied. Students are required to design and construct one project according to approved methods with wood working machines. Prerequisite, one year of wood work. One-half of a credit, elective. *Two hours daily.*

9:40 to 11:20, Manual Arts Building, Mr. Ashley.

PHYSICAL EDUCATION (MEN)

1. Athletic Coaching.—The course includes football, basketball, and baseball. It consists of class room work, lectures, inter-

pretation of the rules, the technique of the game. Notebooks are kept and an examination is given. This course is helpful for those who have charge of athletics and it is not necessary to have athletic experience to take the course, as there is very little practical or outdoor work. A baseball team will be organized. One-fourth of a credit, elective physical education.

9:40, Room 23, Mr. Lantz.

2. Playground Management.—This course is for those who have charge of the play of children in city or country schools and is not intended for those who are expected to superintend city playgrounds. It includes lectures, the technique of play, outdoor and indoor games, tennis, soccer, and other games. Notebooks are kept and an examination is given at the end of the term. *Omitted 1919.* One-fourth of a credit, elective physical education.

PHYSICAL EDUCATION (WOMEN)

Three courses in physical education for women are offered, each counting one-half of a credit, but less than one and a half credits does not count toward graduation. The object of these courses is to give some knowledge and some practice in teaching gymnastics, folk dancing, and games in public schools and to prepare teachers for exercising intelligent oversight of the physical needs and conditions of school children.

20. Primary Singing Games, Dances, and Games.—This course is for teachers of the lower grades. All the dances and games are practiced and a record is kept of each. No gymnasium costume is required. One-fourth of a credit, as required physical education for those in the two-year curriculum for teachers of the lower grades.

2:00, Gymnasium, Miss Farrer.

21. Folk Dancing and Games.—This course is designed for teachers of the grammar grades and of the high school. It includes gymnastic and aesthetic dancing, dances of the nations, and a record of each; games for the school room, playground and gymnasium. A costume of bloomers, white middy blouse, and tennis shoes is required. One-fourth of a credit as required physical education for those in the two-year curriculum for teachers of the upper grades.

7:30, Gymnasium, Miss Farrer.

30a. Physical Education.—This course includes Swedish calisthenics, dances, and games suitable for the country school. There is some practice teaching in which sections of the class are used. No gymnasium costume is required, but it is suggested that the students use middy blouses and tennis shoes. One-fourth of a credit, elective physical education.

8:20, Gymnasium, Miss Farrer.

3. Personal and School Hygiene.—Consideration of conditions which effect the preservation and improvement of health, including ways of detecting abnormalities and common diseases of school children. One-half of a credit as part of senior required physiology or of Hygiene 20 in the new two-year curriculums.

11:20, Room 39, Miss Farrer.

THE REGULAR SCHOOL YEAR

The first term of the school year 1919-1920 will begin Monday, September 15, 1919, at eight o'clock in the morning. A bulletin with full information will be sent to those who are interested.

